

**STUDENTS' ANXIETY OF LEARNING ENGLISH PUBLIC
SPEAKING: FACTORS AND COPING STRATEGIES**



**Research Paper Submitted as a Partial Fulfillment
of the Requirements for Getting a Bachelor Degree of English Education**

by:

SITI MUNIROTUN

A320160110

**DEPARTMENT OF ENGLISH EDUCATION
SCHOOL OF TEACHERS TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SURAKARTA**

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APPROVAL

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PUBLICATION ARTICLE

By:

Siti Munirotun

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Approved to be Examined by Consultant
School of Teacher Training and Education
Universitas Muhammadiyah Surakarta

Consultant,

A handwritten signature in black ink, appearing to read 'Susiati', is positioned above the printed name.

Susiati, S.Pd., M.Ed

NIDN. 0612028501

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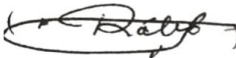
SITI MUNIROTUN

A320160110

Accepted by the Board of Examiner
School of Teacher Training and Education
Universitas Muhammadiyah Surakarta
on August, 2020

Team of Examiner:

1. Susiati, S.Pd., M.Ed
(Chair Person)
2. Dra. Muamaroh, M.Hum., Ph.D
3. Koesoemo Ratih, Ph.D

()
()
()

Dekan



Prof. Dr. Harun Djoko Prayitno, M.Hum.

NIP. 196504281993030

PRONOUNCEMENT

I hereby declare that in this scientific publication no work has ever been submitted for obtaining a bachelor's degree in a college and to my knowledge there are also no works or opinions that have been written or published by other people, except in writing that are referred to in the text and mentioned in References.

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Siti Munirotun
A320160110

Students' Anxiety of Learning English Public Speaking: Factors and Coping Strategies

Abstract

Penelitian ini bertujuan untuk mendeskripsikan faktor-faktor kecemasan dan strategi antisipasi kecemasan yang dialami mahasiswa Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Surakarta terhadap kecemasan mahasiswa dalam berbicara bahasa Inggris di depan umum. Peneliti menggunakan metode deskriptif kualitatif berdasarkan pengalaman mahasiswa. Metode wawancara dilakukan untuk mengumpulkan data. Subjek dalam penelitian ini adalah tiga mahasiswa yang mengambil mata kuliah English public speaking di semester II yang diampu oleh empat orang dosen. Hasil penelitian menunjukkan bahwa: 1) faktor-faktor yang menyebabkan kecemasan pada siswa yaitu ketakutan dalam berkomunikasi, ketakutan dalam mendapatkan evaluasi yang negative, rendahnya kosakata yang dimiliki, kurang percaya diri, dan takut akan membuat kesalahan. 2) mahasiswa dapat memperoleh strategi untuk mengurangi kecemasan mereka dengan cara relaksasi, persiapan, berpikir positif dan konsentrasi.

Kata kunci: Keraguan, Faktor-Faktor Kecemasan Siswa, Strategi untuk Mengatasi Kecemasan Siswa

Abstract

This study aims to describe the factors of anxiety and strategies for anticipating the anxiety experienced by the students of the Department of English Education, A Faculty of Teacher Training and Education, Universitas Muhammadiyah Surakarta regarding students' anxiety in English public speaking. The researchers employs a descriptive qualitative methods based on the students' experience. Interviews were conducted in collecting data. The subjects in this study were three students taking the English Public Speaking course semester II taught by four lecturers. The results show that: 1) the factors leading to anxiety for the students namely communication apprehension, fear of negative evaluation, lack of vocabulary, lack of confidence, and fear of making mistakes. 2) students can obtain the strategies to decrease the anxiety of the student was defined in various ways namely: relaxation, preparation, positive thinking and concentrations.

Keywords: Anxiety, Factors of Anxiety, Coping Strategies for Anxiety

1. INTRODUCTION

In the era of technological revolution and globalization, English is becoming more important for both foreign and second language learners. This is proven with a mixed teaching and learning model that combines online and face-to-face instructional blogs for public speaking in English (Shih, 2010). According to Raja (2017), it is claimed that competent people in this era must have good and professional English public speaking. English Public speaking is becoming more important for developing other English skills. The methods of teaching English as foreign or second language in either traditional classrooms or language laboratories are gradually changing in this era of globalization of the internet and information technology. Due to the globalization of education, the ability to speak in public for a second language has become an important skill in the future.

The anxiety of the English public speaking in foreign languages affects learners in the world. Foreign or second language anxiety was defined in various ways. Anxiety is often labeled as being characteristic in the state of area of educational research (Woodrow, 2006). Indrianty (2016) states that the students have some factors that cause anxiety in their English public speaking skills. Some factors based on this theory are as follows communication apprehension, fear of negative evaluation, lack of vocabulary, lack of confidence, and fear of making mistakes.

According to Kondo (1994) there are many strategies to avoid students' anxious feeling about English public speaking such as increasing their self-confidence, giving students more vocabulary to help students learn English public speaking, having a positive mind, relaxation, and also concentration.

This study aims to analyze students' anxiety in learning English public speaking. It analyzes whether students of the English Education Department have problems in learning English public speaking. The data in this research were three students taking the English public speaking course in the semester II taught by four lecturers in the English Education Department of Universitas Muhammadiyah

Surakarta. The purpose of this study was to describe the factors and coping strategies in English public speaking. The researcher hopes that this research can become a reference for other students to well prepare in English public speaking.

2. METHOD

This type of research is descriptive qualitative based on the perspective of students in a case study. Maxwell and Joseph (1996) states that a case study is a qualitative study approach that studies an individual, group or important example to formulate an interpretation of a particular case or to provide useful generalizations. It is categorized as a qualitative descriptive because, in this study, the researcher must describes, analyze and interpret the data from twelve participants in the semester II taught by four lecturers in Department of English Education, A Faculty of Teacher and Training Education, Universitas Muhammadiyah Surakarta. The qualifications of data subject were based on the students' abilities (high speaking skills, middle speaking skills and low speaking skills). In this study, the researcher focused on students' perceptions of factors of anxiety and coping strategies of anxiety by analyzing the interview script.

3. FINDINGS AND DISCUSSION

3.1 Findings

3.1.1 The Factors of Students' Anxiety in Learning English Public Speaking

Anxiety is a problem that often occurs in students, especially in English public speaking. Indrianty (2016) claims that learning anxiety can be associated with several factors. Many factors make students feel anxious about speaking English in public.

a. Communication Apprehension

In this factor, some students experience communication anxiety in speaking English in public. Six students felt nervous when they had to perform in English public speaking, two students had introverted personalities, and two students were shy and

insecure. Based on these factors, it is proven that communication apprehension affects anxiety in speaking English in public.

Student A :

“Faktor yang membuat saya merasa cemas ketika harus berbicara di depan umum dan yang membuat saya merasa gugup yaitu ketika saya kurang percaya diri dan saya harus maju atau harus berbicara di depan umum”

“The factors that make me feel anxious in English Public Speaking and make me feel nervous are when I lack confidence and I have to perform or have to speak in public”

Based on the statement, the student felt anxious when students were lack of self-confidence. These factors can be compared with the theory used in this study. Confidence becomes important for students before speaking English in public. High self-confidence can also decrease students' nervousness.

Student B :

“Saya seorang pribadi yang Introvert”

“I am a person who an introvert”

The statement states that having an introverted personality makes the students felt anxious and afraid when they had to perform because the students felt their level of self-confidence was still weak.

Student C :

“saya orang yang pemalu dan memiliki mental yang lemah”

“I am a person who is shy and has a fairly low mental level”

The statement conveys that having a low mental level and being shy were two of the factors causing anxiety in speaking English in public.

3.1.1.1 Fear of Negative Evaluation

In this factor, some students were fear of negative evaluation from the other side. An evaluation may come from a peer evaluation or from the teacher. There was one student who felt afraid when he had to perform in English public speaking because after the student performed there was a feedback as evaluation. Based on this factor, fear of negative evaluations does affect anxiety in English public speaking.

Student A :

“ Saya selalu merasa takut ketika mendapat tanggapan dari teman-teman atau dosen saya mengenai penampilan saya “

“I always feel scared when I have given feedback from my friends or my lecturers about my performance “

This shows that the student felt afraid when his classmates or teacher gave negative responses to a speaker.

3.1.1.2 Lack of Vocabulary

Related to this factor, some students were found feeling afraid when they had to do public speaking. The student felt that they are still lack of vocabulary in the minds of students. Five students felt this way when they performed for English public speaking. Lack of vocabulary did affect anxiety in speaking English in public.

Student A :

“Saya merasa cemas ketika harus berbicara di depan umum dan saat itu saya tidak memiliki cukup materi yang sesuai dengan konteks yang akan saya bahas. Pastinya akan membuat pikiran saya kemana-mana dan menjadi kurang fokus ”

“I feel anxiety when I have to speak in public and at that time I do not have enough material that fits the context that I will discuss. Certainly, it will make my mind go everywhere and become less focused”

From the student's statement, the anxiety of English public speaking also comes from a mind. Lack of vocabulary made students feel anxious and afraid to show their English in public.

Student B :

“ Saya selalu merasa bahwa materi yang akan saya sampaikan itu masih kurang “

“I always feel that the material I will deliver is still lacking”

This statement shows that, the student felt anxiety if they were always thinking that material to be conveyed to the audience was still lacking and it scared the students.

3.1.1.3 Lack of Confidence

Based on this factor, some students experienced less self-confidence. These factors that usually occur in students are fundamental and usually these factors are very influential in doing these students' public speaking. Five students felt insecure. Based on these factors, it is an evidence that a lack of self-confidence affects anxiety in speaking English in public.

Student A :

“Saya adalah orang yang introvert dan memiliki tingkat kepercayaan diri yang rendah, jadi ketika saya harus tampil atau membuat video untuk tugas speaking saya. Saya kurang percaya diri”

“I am a person who is introverted and has a low level of confidence, so when I have to perform or make a video for my speaking assignments. I lacked the confidence of myself”

The statement states that, an introverted personality has an influence on a person's level of self-confidence. That is makes the student felt anxious when they have to perform in public.

3.1.1.4 Fear of Making Mistakes

Some students naturally had fear feelings of making mistakes. Making a mistake that usually experienced by a student such as grammar or blanks in the middle of student performances. Two students were afraid of making mistakes when performing in English public speaking. It is proven that fear of making mistakes does affect anxiety in speaking English in public.

Student A :

“Saya merasa cemas bahkan takut ketika harus berbicara di depan umum, ketakutan yang paling saya rasakan adalah ketika saya berbicara dan saya melakukan kesalahan mungkin dalam tata bahasa yang tidak sesuai atau bahkan materi saya tidak dapat diterima oleh penonton”

“I feel anxiety even afraid when I have to speak in public, the fear that I feel the most is when I speak and I make a mistake maybe in grammar that is not appropriate or even my material is not acceptable to the audience“

In this statement, the student felt anxious when they made mistakes in their performance such as grammar errors, lack of material. These mistakes make students afraid to perform in English public speaking.

3.1.2 Strategies to Cope with Students' Anxiety of Public Speaking

Speech anxiety certainly has many strategies to reduce the anxiety of speaking English in public Kondo (1994). The current study was carried out by developing a typology of strategies people use to deal with anxiety about speaking English in public. Based on the student's perspective, there are many ways to reduce this speaking anxiety as the following data.

3.1.2.1 Relaxation

Some students have strategies based on their opinions and experiences in English public speaking. There are five more students who have a strategy to relax before performing English public speaking. Based on this strategy, it is proven that relaxation before performing is one of the strategies to decrease anxiety in speaking English in public.

Student A :

“saya harus merasa tenang sebelum saya menampilkan pendapat saya”

“I have to feel calm before I come out to present my argument”

This statement shows that, the student's strategy to decrease public speaking anxiety in English was to relax before performance. Relaxation made the students calmer and more relaxed in their performance.

3.1.2.2 Preparation

There were some students who had a thorough preparation strategy before performing in English public speaking. Preparation before performance was found as one of the strategies to decrease anxiety in English public speaking.

Student A :

“Menurut saya, persiapan yang cukup sebelum tampil bisa mengurangi rasa cemas saya dalam berbicara bahasa Inggris di depan umum. Dengan persiapan tersebut saya akan mencoba berlatih berbicara di depan cermin, misalnya menyiapkan berbagai macam materi yang akan saya sampaikan kepada penonton juga. Jika mental dan persiapan saya baik, saya yakin saya bisa lancar ketika harus berbicara di depan umum”

“in my opinion, having enough preparation before have a performance can reduce my feeling of anxiety in speaking English in public. With these preparations I will try to practice speaking in front of the mirror, for example, preparing various kinds of material that I will convey to the audience as well. If my mentality and preparation are good, I believe that I can be smooth when I have to speak in public”

Some students said that it was better to prepare well before the performance than to have unprepared performance. There are many steps to prepare for a good performance, such as preparing a good mentality in public, doing oral practice in front of a mirror, preparing the material to be presented.

Student B :

“Sering melakukan aktivitas ini sebagai kebiasaan berbicara bahasa Inggris dengan orang lain dalam kehidupan sehari-hari”

“often doing this activity as a habit in speaking English with other people in daily life”

Thus, the students who rarely had conversations in English with their friends turned out to make these students fluent in learning English.

3.1.2.3 Positive Thinking

There are five students who have a strategy to had a positive thinking before performing in public speaking. It is proven that positive thinking before performing is one of the strategy to decrease anxiety in speaking English in public.

Student A :

“positive thinking menjadi salah satu upaya saya untuk mengurangi ketakutan dan kecemasan saya dalam berbicara bahasa inggris di depan umum. Ketika saya mencoba untuk berpikir positif pasti saya juga mencoba untuk fokus pada apa yang akan saya sampaikan”

“positive thinking becomes one of my efforts to reduce my fear and anxiety in English public speaking. When I try to think positively I certainly also try to focus on what I want to convey”

The student explained that positive thinking was needed before going to perform in English public speaking. In addition, focus was also an important part of supporting a good performance in English public speaking.

3.1.2.4 Concentration

Another strategy to decrease anxiety of the student is concentration. It is found that three students had a high concentration strategy before performing in English public speaking. This is one of the strategies effectively used to decrease anxiety in English public speaking.

Student A :

“saya harus fokus dan konsentrasi terhadap materi yang akan saya sampaikan”
“I have to focus and concentration in the material that I want to deliver”

The students must focus on the material they wanted to convey and believed in themselves. This strategy was efficient for decreasing the anxiety of English public speaking.

3.2 Discussion

After categorizing the data from the interviews, the researcher connected the findings to the theories used. The researcher found that there were two factors of the students' anxiety in English public speaking and the strategies to overcome students' anxiety in learning English Public Speaking.

3.2.1 Factors of Students' Anxiety of English Public Speaking

According to the data, public speaking anxiety in English is a common habit among students. According to Indrianty (2016) learning anxiety can be associated with several factors. In the context of foreign language learning, students can feel anxious because

of problems related to the anxiety dimension. The findings show that the anxiety of learning English public speaking has some factors, namely communication apprehension, fear of negative evaluation, lack of vocabulary, lack of confidence, and fear of making mistakes.

3.2.1.1 Communication Apprehension

Factor of communication apprehension found by Gani et al. (2015) as a factor of students' anxiety in English public speaking for college students in one of Banda Aceh university. In line with this, Indrianty (2016) obtained that communication apprehension, be a factor of students' anxiety in learning English public speaking a case study in one hotel and tourism college in Bandung. It can be seen that communication apprehension seems to be one factor of students' anxiety in English speaking regardless the level of education.

3.2.1.2 Fear of Negative Evaluation

Fear of negative evaluation is a factor that caused anxiety of student in English public speaking. Tran (2012) obtained that fear of negative evaluation may occur in any conditions and performance. This study is a case study of college students. That is can be concluded that fear of negative evaluation be one factor of student' anxiety in English public speaking when the classmates opinion has sharp negative aspects on students self esteem and participant.

3.2.1.3 Lack of Vocabulary

Lack of vocabulary found by Worde & Wörde (2003) that learners who felt anxious in foreign language may find their study less enjoyable. In line with this, Wilson et al. (2016) concluded that teacher classroom of English foreign language made the student anxious in their performance. This study is based on the students perspectives on foreign language anxiety. It can be concluded that the student would find some problems in their way to study and that was caused by the students' down feeling.

3.2.1.4 Lack of Confidence

Lack of confidence was found by Gogolin (2011) as a factor of students' anxiety of English public speaking for college students. In line with this study, also conducted by Han (2010) that lack of confidence was a factor of students' anxiety in English public speaking for students in English language education. Thus, English speaking of the student would influence their speaking ability and level of confidence for the students.

3.2.1.5 Fear of Making Mistakes

From the finding in this interview, the researcher compares with the previous study before that have similarities data in this research. Based on Tsui in Nunan (1999) that fear of making mistakes became one of the main factors for the student's unwillingness to speak English in the classroom.

3.2.2 Strategies to Cope with Students' Anxiety of Public Speaking

According to Kondo (1994) the strategy to decrease the anxiety of English public speaking for the students' can be obtained in various ways. Namely, relaxation, preparation, positive thinking, and concentration.

3.2.2.1 Relaxation

Students realized that relaxation is one strategy to reduce student anxiety in English public speaking. This is in line with the theory of Goldfried & Trier (1974) that relaxation is one of the strategies to improve English language skills in public. The technique of relaxation encompass an array of strategies to increase feeling of calm and decrease feeling of stress.

3.2.2.2 Preparation

The strategy of preparation for students who felt anxious when speaking in public was found by (Lewis, 2015) in a college students. In line with this theory is based on the

opinion of the students who stated that preparation can improve the English public speaking. This strategy can enhance students' high self-esteem and mental level if students have adequate preparation before performing.

3.2.2.3 Positive Thinking

Students stated that to decrease the anxiety of English public speaking, positive thinking is needed as a strategy. This has been found by Elder & Paul (2008). They stated that positive thinking greatly affects the mental and level of focus. It can be concluded that positive thinking is a strategy to decrease the students' anxiety of English public speaking.

3.2.2.4 Concentration

Students said that they should be more focused and concentrated on their performance beside of this strategy. It was found by Leong & Ahmadi (2017) in a case study of college student. The strategy in this type can be concluded that to learn a new language the student needs to be able to concentrate.

4. CONCLUSION

In this section, the researcher describes the conclusions that have been written in the underlying theories and previous studies. This conclusion answers the problem statements of this study. The students' anxiety of English public speaking is based on important issues in speaking skills, factors that cause anxiety in speaking skills and strategies to decrease speaking anxiety for students. English public speaking anxiety is a problem that currently often occurs in students in English public speaking this is line with Indrianty (2016) who states that learning anxiety can be associated with several factors namely communication apprehension, fear of negative evaluation, lack of vocabulary, lack of confidence and fear of making mistakes. Based on this research it can be concluded that this problem has many contributing factors that has been written

in the findings, such as insecurity, nervousness, shyness, lack of vocabulary, fear of negative evaluations, lack of preparation, and fear of making mistakes.

The second finding is a strategy to decrease the students' anxiety of English public speaking. These strategies include relaxation, preparation, positive thinking, concentration, and English practice in the daily life. This is in line with the theory that has been found by Kondo (1994). There are several types to cope with the strategies of students' anxiety in English public speaking namely relaxation, preparation, positive thinking and concentration. Which can decrease the students' anxiety of English public speaking.

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